

**THE INFLUENCE OF USING TEAM WORD-WEBBING TECHNIQUE  
TOWARDS STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT AT THE EIGHTH GRADE OF SMP  
GAJAH MADA BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2018/2019**

**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree

By:

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2018/1440 H**

## **ABSTRACT**

### **The Influence of Using Team Word-Webbing Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade at SMP Gajah Mada Bandar Lampung in the Academic Year of 2018/2019**

**By: Yunita Sari**

Reading is one of language skill that should be mastered by the students. In reading the text students can find knowledge, information that who never known before. The students' reading Comprehension at SMP Gajah Mada Bandar Lampung is still low especially in reading narrative text. To solve this problem, the researcher applied team word-webbing. Team word-webbing is one of good techniques that can be implemented by the researcher. The objective of this research was to know whether there was significant influence of using team word-webbing technique towards students' reading comprehension on narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre test and post test. The sample was taken from two classes, VIII A and VIII C which consisted of 55 students. The treatments were held in 3 meetings, 2 x 40 minutes for each. The population of this research was the eighth grade of SMP Gajah Mada Bandar Lampung. In collecting the data, the researcher used instruments in the form of multiple choice test which were try out. After administering pre test and post test, the researcher analyzed the data which were normal distribution and homogeneous by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that Sig.= 0.002 and  $\alpha = 0.05$ . It means that  $H_a$  is accepted because  $\text{Sig} \leq \alpha = 0.002 < \alpha 0.05$ . In other words, there was influence of using Team Word-Webbing Technique towards students' reading comprehension on narrative text at the eighth grade at SMP Gajah Mada Bandar Lampung.

*Key words: team word-webbing, reading comprehension, narrative text, quantitative research*



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READING COMPREHENSION IN NARRATIVE  
TEXT AT THE EIGHTH GRADE OF SMP GAJAH  
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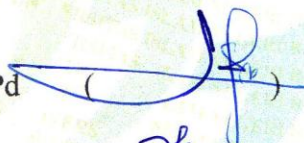


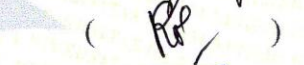

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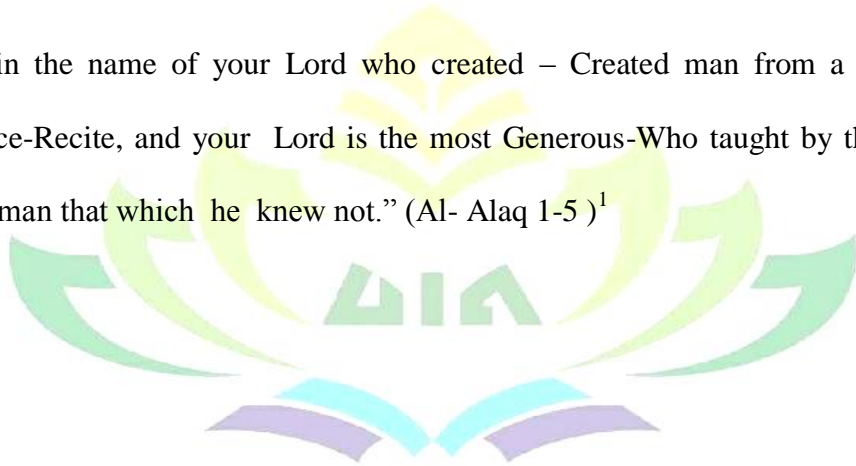
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## MOTTO

لَقَلَّمْ عَلَّمَ الَّذِي ۞ الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ۞ عَلَّقِي مِنْ الْإِنْسَنِ خَلَقَ ۞ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ  
يَعْلَمُ لَمْ مَا الْإِنْسَنِ عَلَّمَ ۞ يَا

Recite in the name of your Lord who created – Created man from a clinging substance-Recite, and your Lord is the most Generous-Who taught by the pen-Taught man that which he knew not.” (Al- Alaq 1-5 )<sup>1</sup>

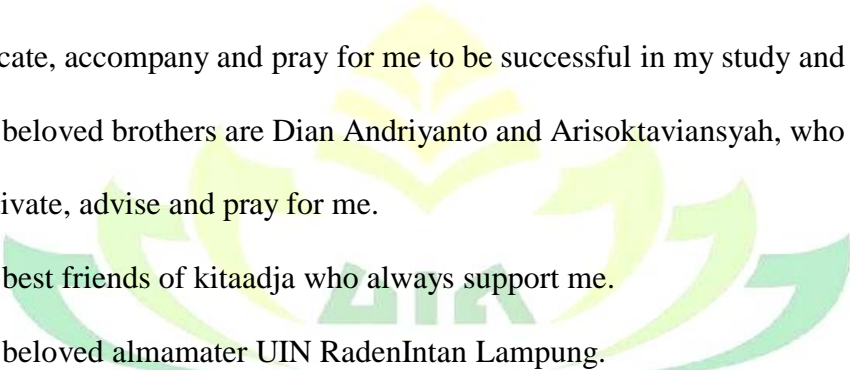


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<sup>1</sup>A Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 598

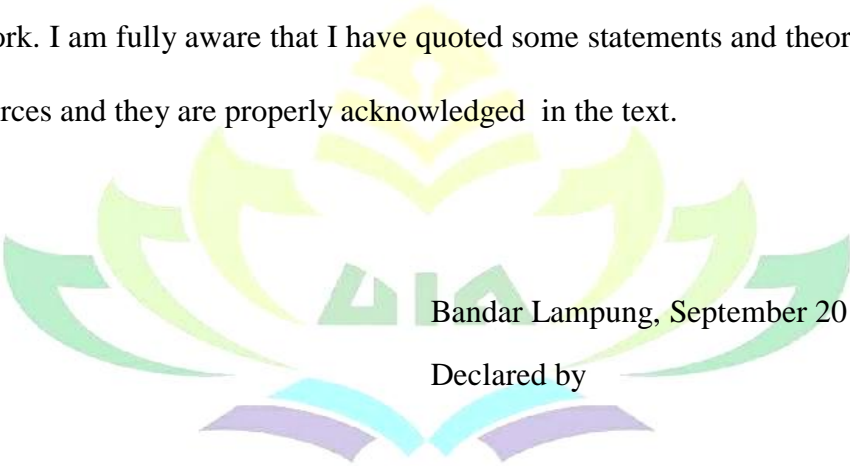
## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents Mr. Karsito and Ms. Umiyati who always support, educate, accompany and pray for me to be successful in my study and my life.
  2. My beloved brothers are Dian Andriyanto and Arisoktaviansyah, who always motivate, advise and pray for me.
  3. My best friends of kitaadja who always support me.
  4. My beloved almamater UIN RadenIntan Lampung.
- 

## DECLARATION

Hereby, I state this thesis entitled The Influence of Using Team Word-Webbing towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of SMP Gajah Mada Bandar Lampung in the Academic Year of 2018/2019 is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, September 2018

Declared by

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## **CURRICULUM VITAE**

The name of the researcher is Yunita Sari. She was born in Sumber Agung West Lampung on March 13<sup>th</sup>, 1996. She is the second child of three siblings from Mr. Karsito and Ms. Umiyati. She has one old brother whose name is Dian Andriyanto and one young brother named Aris Oktaviansyah.

She started her study at SDN 1 Tuguratu West Lampung and finished in 2008. After that, she continued her study to SMP Bhakti Mulya West Lampung and completed in 2011. Then, she continued study at SMA Bhakti Mulya West Lampung and graduated in 2014. In the same year, she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, majoring English Education.

During her study in UIN Raden Intan Lampung, she joined organizations in ESA (English Student Association) UIN Raden Intan Lampung as the member of Religious Division from 2014 to 2015.



## ACKNOWLEDGEMENT

Praise be to Allah, the almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and Guidance to finish this thesis. Peace and solution be upon our prophet Muhammad, with his family and followers. This is entitled "The influence of using team word-webbing towards students' reading comprehension on narrative text at the eighth grade at SMP Gajah Mada Bandar Lampung in 2018/2019 academic year" is submitted as a compulsory fulfillment of the requirement for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, the University of Islamic Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. H. Chairul, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and for bearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the Head of English Education Study Program of UIN Raden Intan Lampung.
3. Rohmatillah, M.Pd, the advisor who patiently guided the researcher until the completion of this thesis.

4. M.SayidWijaya, M.Pd, the co-advisor who has always patiently guided the researcher and spent countless time to make correction of this thesis.
5. The English Department Lecturers in UIN Raden Intan Lampung.
6. Drs. Nyata, Eva Kresia, S.Pd, the English teachers of SMP Gajah Mada who have helped and given suggestions to the researcher during the research process and the students of eighth grade of SMP Gajah Mada for who have been cooperative during the research.
7. All of her family, especially her beloved parents Mr. Karsito and Ms. Umiyati, her lovely brothers and her lovely grand mother who always give her love, support, motivation, and advise in accomplishing her study.
8. All of her beloved friends, especially Kita Adja such as Voni Windarti, Susilowati, Siti Khomariyah, Siti Marfuah, Mareta Indri, Dewi Tradena, Mirayana, Esi Pratiwi, and Tri Utami who always give help, support and kindness in finishing this thesis.

May Allah bless and give in return for every help they did to the researcher.

Finally, it is expected that the thesis can be beneficial to all. Amin

Bandar Lampung, November 2018

The Researcher

Yunita Sari



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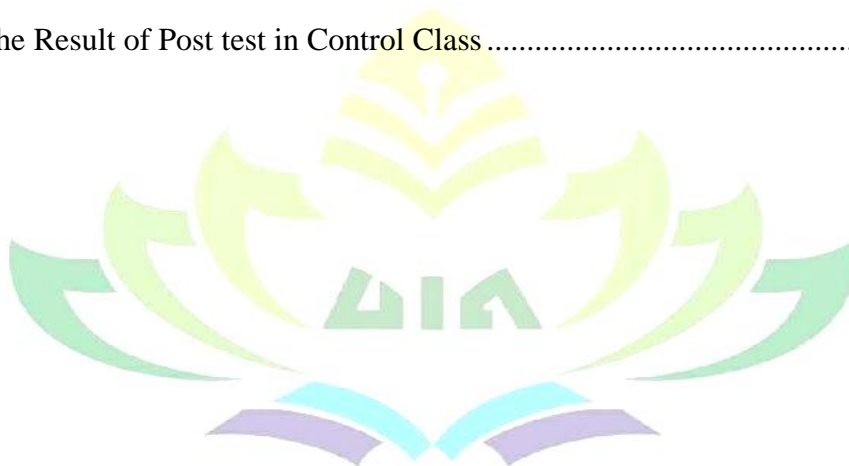
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## CHAPTER I INTRODUCTION

### A. Background of the Problems

In English, there are four skills that must be mastered by the language learners or students. They are listening, speaking, reading and writing. Reading is one of skills which must be learned. Reading is very important aspect in our lives, without reading we would never be informed. Brown states that reading is subject to variability within the effective domain.<sup>2</sup> It means that reading is a tool to reach the success in teaching learning activities.

Harmer says that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>3</sup> So, if we read is poor they are likely to fail in our study or at least they will have difficulty in making progress.

On other hand, if we have good ability in reading, we will have a better chance to success in our study. According to Patel, reading is not only a source of information and a pleasurable activity but also as a means of consolidating an extending one's knowledge of the language.<sup>4</sup> By reading, one can relax, interact with feeling and thoughts, to get information and improve the scientific knowledge.

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<sup>2</sup>H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New Jersey:New York 2001), p.104

<sup>3</sup>Jeremy Harmer, *How to Teach English*, (Edinburg: Longman 2001), p 70.

<sup>4</sup>M.F Patel, *English Language Teaching (Methods, Tools, and Techniques)* (Jaipur: Sunrise publishers, 2008), p .114.



In teaching English especially reading, the teacher should be able to create related situation in the class. Because reading is one of the important in language skill, we can get much knowledge by reading. Reading can provide the students' message information given in form of written text. In relation to this, Nunan states that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.<sup>5</sup> It means that reading is the way how anybody learns to do it. The teacher should have interesting technique to get the best result and to avoid the students' boredom. The teacher should give explanation about the importance of reading in learning English.

Reading process will be success if the students also have a good response in their learning process. According to Patel, for most people learning is both an individual and a social process. Individual students see themselves as responsible for learning yet they recognize that other people have an influence on what they learn and the quality of the learning experience.<sup>6</sup> Besides, the students are asked to understand about what they read and the teacher also has a responsibility to guide the students in learning reading. Learning reading is difficult for some students, because some of them are not interested in reading comprehension. In other words, they are lack of motivation from themselves. It was also found at SMP Gajah Mada Bandar Lampung.

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<sup>5</sup>David Nunan, *Language Teaching Methodology* (Cambridge: University Press, 1981), p. 43

<sup>6</sup>*Ibid.* p.13

Based on the researcher's preliminary research at the eighth grade of SMP Gajah Mada Bandar Lampung on March 2018, the researcher found that students' comprehension was under average. In this preliminary research, the researcher did an interview with an English teacher who is teaching there, Kresia who taught English students of the eighth grade, she said that in teaching reading, she used translation technique. Most students at the eighth grade of SMP Gajah Mada still had some problems. The problems are the students got difficulty to catch main idea when they read the text, got tired and bored when they read the long text, so they spend long time to comprehend the text especially in reading section, and finally they were not interested to know further about the text.<sup>7</sup> It found out more than 63% students get difficulty in reading. The score of reading could be seen in table 1, from score of reading it shows that the reading score should be increased, because in SMP Gajah Mada Bandar Lampung used criteria of minimum mastery (KKM) is 75. Student said that English text was very difficult to be understood, so they get difficulty to find out the information of the text. They are also difficult to look for meaning of the word in the text, and the teacher did not have an

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<sup>7</sup>An interview between the researcher and English Teacher of SMP Gajah Mada, on February, 26<sup>th</sup> 2018, Unpublished.

interesting technique to teaching reading, as a result they are difficult in getting information of required reading text.<sup>8</sup>

**Table 1**  
**The Students' Score of Reading Narrative Text at Eighth Grade of SMP Gajah Mada Bandar Lampung in the Academic Year of 2017/2018**

| Score        | Class     |           |           |           | Total Score | Percentage  |
|--------------|-----------|-----------|-----------|-----------|-------------|-------------|
|              | VIII A    | VIII B    | VIII C    | VIII D    |             |             |
| <75          | 16        | 19        | 17        | 20        | 72          | 63%         |
| ≥75          | 12        | 11        | 10        | 10        | 43          | 37%         |
| <b>TOTAL</b> | <b>28</b> | <b>30</b> | <b>27</b> | <b>30</b> | <b>115</b>  | <b>100%</b> |

*Source: Teacher' documentation of average score of reading comprehension of SMP Gajah Bandar Lampung in the academic year of 2017/2018.*

Based on table 1, it can be seen that the students' scores of reading narrative text were still low, because there are 72 students out of 115 who did not passed the criteria of minimum mastery yet, while 43 students out of 115 which passed criteria minimum mastery.<sup>9</sup> It means that there were many students who were enable to passed the criteria minimum mastery.

After doing preliminary research, the researcher concludes that the students are interested in learning English by providing them with appropriate technique which able to improve their score in learning English. In the teaching and learning process there were many kinds of good technique that can be applied by the

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<sup>8</sup>An interview between the researcher and the students of SMP Gajah Mada, on February, 26<sup>th</sup> 2018, Unpublished.

<sup>9</sup>Eva Kresia, *Reading Narrative Score by English Teacher of Eighth Grade of SMP Gajah Mada Bandar Lampung 2017/2018*, unpublished.

teacher, to improve the students' reading comprehension, one of which Team Word-Webbing Technique.

According to Zarei, team word-webbing is a technique of graphic organizer that provides a visual of how ideas connect to the topic.<sup>10</sup> Using team word-webbing in teaching reading actually can help students to organize how ideas connect with other and recognize how information is obtained.<sup>11</sup> Furthermore, according to Starko that team word webbing is often used to organize such as idea and information on a topic.<sup>12</sup> It was supported by the previous research that was done by Hermita.

Team word-webbing technique has been researched by Hermita, entitled "The Influence of Using Team Word-Webbing Technique towards students' Writing Recount text at The Seventh Grade of SMP Baitul Jannah Semarang in the Academic Year 2010/2011". This research has showed the significant different mean scores between pre-test and post-test of the experimental class. Before the treatment given, the mean score of students in the experimental class was 60. It is lower than the minimum score target 75. However, after the research conducted treatment to the experimental class, the mean score of the

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<sup>10</sup>Abbas Ali Zarei, *Learning through Cooperative Techniques*, (New York: International Journal of Language Learning vol.4 no 1 march, 2013), [www.ijllalw.com](http://www.ijllalw.com), accessed on July 31<sup>th</sup>, 2016.

<sup>11</sup>Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (USA: Library of Congress Cataloging in Publication Data 2003), p. 145

<sup>12</sup>Alane J. Starko. *Creativity in Classroom 4<sup>th</sup> ed.* (New York: Roulledge,2010), p.187

students become 78 (higher than the minimum score target). That means there was significant influence of the students' writing narrative recount text.<sup>13</sup>

Another research conducted by Faliyanti entitled Improving Reading Comprehension by using Team Word-Webbing technique in Tenth Grade of SMP PGRI Tulung Agung Malang in the Academic Year of 2015/2016.<sup>14</sup> Also showed the significant different of a mean scores between pre test and post test of the experimental class. Before the treatment given, the mean score of students in the experimental class was 63. It is lower than the minimum score target 70. However, after the research conducted treatment to the experimental class, the mean score of the students become 80 (higher than the minimum score target). It means the result activities of students has increased from cycle I to cycle II, and also increase from cycle II to cycle III.

Based on those explanations, there was difference between those previous research and present research. The first previous research used Team Word-Webbing towards student writing recount text, and the second previous research used team word-webbing to improv student reading skill. While present research,

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<sup>13</sup>Hermita, *The Influence of Using Webbing Technique in Writing Recount text on The Second Grade in SMP Baitul Jannah Semarang in academic year 2010/2011*, (Malang:Muhammadiyah Universitas of Malang, 2011),p.19

<sup>14</sup>Eva Faliyanti, *Improving Reading Comprehension of Using Team Word-Webbing Towards Students' Reading Comprehension at the Second semester of the Seventh grade of SMP PGRI Tulung Agung Malang in Academic Year 2015/2016*, available on <http://eprints.walisongo.ac.id/6068>, accessed on January 4<sup>th</sup> 2018



the researcher used Influence Team Word-Webbing technique towards students' reading comprehension in narrative text.

So, the researcher expected that this technique could give the significant influence to the students' reading comprehension in narrative text. So, the researcher was conducted an experimental research entitled "The Influence of Using Team Word-Webbing Technique Towards Students' Reading Comprehension in Narrative Text at the Eighth Grade of SMP Gajah Mada Bandar Lampung in the Academic Year of 2018/2019.

### **B. Identification of the Problem**

Based on the background of the problem above, the researcher identified the problems as follows:

1. The students found difficulties to catch main idea of the text especially in narrative text.
2. The students had difficulties to understand meaning of the text.
3. The students got tired and bored when they read the long text.

### **C. Limitation of the Problem**

In this research, the researcher focused on the influence of using Team Word-Webbing technique towards students' reading comprehension in narrative text (legend) at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

#### **D. Formulation of the Problem**

Based on limitation of the problem, the researcher formulated the problem in this research as follow is there any significant influence of using Team Word-Webbing Technique towards students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019?

#### **E. Objective of the Research**

The objective of this research was to find out whether there was any significant influence of using Team Word-Webbing technique towards students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

#### **F. Significant of The Research**

The uses of this research are:

1. Theoritically, as a supporting information that Team Word-Webbing technique can be used as a technique in teaching learning process particularly in reading.
2. Practically
  - a. For the Students

By using team word-webbing technique, it is hoped that the students would be more interested and motivated in reading comprehension and it would given positive effect on their English achievement.

- b. For the Teacher

To inform the English teacher that teaching using team word-webbing technique had good effect to students' reading comprehension, so the goal of learning could be achieved.

c. For the School

It is expected that this research could provide useful input in improving the quality of learning in the school.

d. For other Researcher

The researcher hoped this research would be as a reference to another relevant research by using team word-webbing technique.

## **G. Scope of the Research**

The researcher limits this research as follows:

1. Research Subject

The subject of the research was the students of the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

2. Research Object

The object of the research was the influence of using Team Word-Webbing technique towards students' reading comprehension in narrative text.

3. Research Time

The research was conducted in the second semester in the academic year of 2018/2019.

#### 4. Research Place

This research was conducted in SMP Gajah Mada Bandar Lampung. It is located at Sukarno Hatta street. No. 1 Tanjung Seneng, Bandar Lampung.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Concept of Reading**

Reading is one of the basic skills in language that everyone should have. Reading is one of the key skills in language learning. Reading is the key of knowledge because the biggest source knowledge are in written form. Reading means to understand the meaning of printed word i.e written symbols.<sup>15</sup> It means that reading is to find out the messenger or information that the writer put into the text as efficient as possible.

According to Nunan, reading is the construction of meaning from printed or written message.<sup>16</sup> It means that when the readers read the text, the most important is how the readers can understand what inside in the text, not how they read the text and how the reader can get information of the text.

In other literature, Grabe states that reading is the ability to draw meaning from the printed page and interpret the information appropriately.<sup>17</sup> It means that if the readers read the text, the readers need the ability to drawing and getting out the information when the readers read the text.

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<sup>15</sup>M.F Patel, *English Language Teaching, (Methods, Tools, and Techniques)*, (Jaipur: Sunrise publishers, 2008), p.35

<sup>16</sup>David Nunan, *Second Language teaching*, (Massachussets: Heinle publisher. 1999), p. 230

<sup>17</sup>William Grabe, *Reading as a Second Language: Moving from Theory to practice*. (Cambridge:Cambridge University Press 2009), p. 14.



Based on the explanation above, it can be concluded that reading is an interactive process that need ability to draw meaning by analyzing word by word in the text, then getting out the information as nearly as possible the writer puts into it.

## **B. Kinds of Reading**

Based on the types of classroom reading performance, the reading activity is divided into two types. They are intensive and extensive reading.

### **1. Intensive Reading**

Intensive reading means to read shorter texts to extract specific information.<sup>18</sup> Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students attention to grammatical form, discourse, markers, and other surface structure details for the purpose of understanding meaning, implication, rhetorical relationship. Intensive reading means to read shorter texts to extract specific information.<sup>19</sup> It means that intensive reading is the reader activity to read a short text to get the new information.

#### **1) Types of Intensive Reading**

##### **a. Reading Aloud**

Reading aloud also play information role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very

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<sup>18</sup>Jeremy Harmer, *How to Teach English*, (Harlow: Longman Pearson, 2007), p.99

<sup>19</sup>*Ibid*, p.99

difficult at secondary level. According to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue and other type of text. The texts which have no need not to read aloud should not be read aloud.<sup>20</sup> It means that reading aloud is one type of reading where in the text reading must use a loud voice. Reading basically is reading silently. This type of reading is only suitable for primary level.

#### b. Reading Speed

Reading speed is affected by a range of factors including the purpose of the reading and the difficulty of the text.<sup>21</sup> The difficulty of the text is affected by the vocabulary, grammatical construction, discourse, and background knowledge.

### 2. Extensive Reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure use extensive reading is to improve general knowledge.<sup>22</sup> The purpose of extensive reading will be to train the students to read directly and fluently in the

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<sup>20</sup>M. F Patel and Preveen M. Jain, *English Language Teaching, (Method, Tools & Technique)*, (Jaipur: Sunrise Publisher & Distributors, 2008), pp.120-121

<sup>21</sup>I.S. P Nation, *Teaching ESL/EFL Reading and Writing*, (New York and London: Routledge, 2009), p. 27

<sup>22</sup>Jeremy Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher*, (London : Longman Eight, 2001), p. 210

target language for enjoyment, without the aid of the teacher.<sup>23</sup> It means that extensive reading is the reading activity not only to get information but also understand all of the component and the meaning from the longer of the reading material.

## 2.) Type of Extensive Reading

### a. Silent Reading

Silent reading is a very important skill in teaching of learning. This reading should be employed to increase reading among learners. Silent reading means reading completely silently, without even moving the lips. Silent reading is done to acquire a lot of information.<sup>24</sup> It means that silent reading is one type of reading where the purpose is to get more information contained in the text.

## C. Concept of Reading Comprehension

Brown states that reading comprehension is primary a matter of developing appropriate, efficient comprehension strategies.<sup>25</sup> Comprehension is the ability to understand about the text. In older that, the students are able to answer and understand question forms. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and inference that can be drawn from the passages. In addition, Klingner states that reading comprehension

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<sup>23</sup>M. F Patel and Preveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*,(Jaipur: Sunrise Publisher & Distributors, 2008), p. 119

<sup>24</sup>*Ibid*, pp. 122-123

<sup>25</sup>*Ibid*,. p. 199

is the process of constructing meaning by coordinating a number of complex process that include reading word and word and fluency.<sup>26</sup> In getting construction in line with the intention of the writer in the text that is read, we need to read not only the words but also the meaning of the words in the context, so in this case we pass the process of reading comprehension itself.

According to Brown, to know the students' reading comprehension score, especially in reading, there are some criteria that are commonly used in measuring students reading comprehension. They are:

1. Main idea (topic)
2. Expressions/idiom/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context.<sup>27</sup>

Based on those theories, reading comprehension means the students ability to read text and understand its meaning and they can express main idea, inference,

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<sup>26</sup>Janette K. Klingner, *Teaching ReadingComprehension to Students with Learning Difficulties*, (New York: The GuilfordPress, 2007), p.2

<sup>27</sup>H Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico: Pearson Longman, 2003), p. 206

expression/idiom, grammatical features, detail, excluding fact not written, supporting idea and vocabulary.

#### **D. Concept of Teaching Reading Comprehension**

Classroom reading activities are generally seen as the main part of language teaching and learning. The success of second language abilities is influenced and depends upon reading. The teacher must be able to motivate students by selecting material and choosing appropriate technique. In English language teaching, the teaching of reading should be the main priority for the teacher to be considered when the students begin their schooling.

Murcia states that the learner will achieve learning goal when the act of learning reading is the main of learning and the main of reading instruction is the set of tasks.<sup>28</sup> It means that teaching reading, requires reading tasks to be done by students to improve the reading skill in order to achieve their learning goals including academic goals and real life goals.

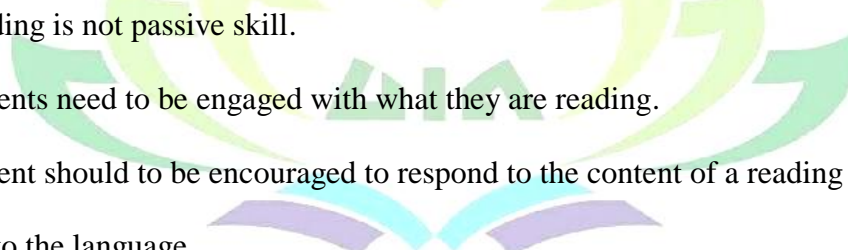
There are many considerations in teaching reading. The teacher has presented in the predicting section is a set of what they believe are the most important principles. However, each of these principles must be adapted for a specific context, for a specific language, and for students of different in abilities. Teaching reading is difficult work. Teacher must be aware of the progress that students are

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<sup>28</sup>Celce Murcia. *Teaching language as a second or foreign language*. (Washington: Heinli Thomson learning, 2001),p.12

making and adjust instructions to the changing abilities of students. It is also important to remember that the goal of reading is to understand the text and to able learn from them.<sup>29</sup>It means that in teaching reading especially to read English texts are better to start earlier. The amount of time given to teach reading will depend on the needs and wants of the students as specified in the syllabus.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are:

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- a. Reading is not passive skill.
  - b. Students need to be engaged with what they are reading.
  - c. Student should to be encouraged to respond to the content of a reading text, not just to the language.
  - d. Prediction is major factor in reading.
  - e. Match the task to the topic.
  - f. Good teacher exploit reading texts to the full.<sup>30</sup>

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach

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<sup>29</sup>Elizabeth.S.Pang dkk.*Teaching Reading*.(Bellegarde,Sag.1986).p.21

<sup>30</sup>*Ibid* p. 70

reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

### **E. How to Test Reading**

Reading comprehension tests are supposed to measure reading comprehension. Comprehension tests can use a variety of question forms and can have a variety of focuses. Based on Brown, there are question forms that can be used for testing reading comprehension, such as:

1. Multiple-choice questions to test comprehension text.
2. Matching task
3. Picture-cued items, such as: picture-cued word identification, picture-cued sentences identification, picture-cued true/false identification, picture-cued matching word identification.
4. Picture-cued task, such as: multiple-choice, picture-cued respond, diagram labeling task.
5. Editing task
6. Gap filling task
7. Cloze task
8. Short-answer task<sup>31</sup>

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<sup>31</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Pearson Education Longman, 2004), pp. 326-327



In short, in testing reading comprehension the teacher should provide question forms which appropriate with the goals of students reading comprehension, the teacher also should provide reading technique to his/her students, especially reading in order to arouse the students interest and background knowledge to make the students comprehend the text easier. In this research, the researcher was used multiple-choice test for the instrument.

#### **F. Text**

Language is always produced, exchanged or received as text that is, language as a system of communication is organized as cohesive units we call text. Knapp says that text is a tool completed act to communication such as greeting between friends in the street, a television advertisement, a novel, or a film and so on.<sup>32</sup>

While according to Siahaan, text is a meaningful linguistic unit in a context.<sup>33</sup>In other word, text is character and the words that have meaning. So the researcher concluded that when we use language to write, we must creating and constructing the text. when we read text text, we must interpreting the text.

Moreover, when we talk and listen, we must also creating and interpreting texts.

Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its context.<sup>34</sup> It means that text is a set of some paragraph which has the coherent and appropriate ideas. Based on statements above, when we use

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<sup>32</sup>Peter Knapp, *Genre, Text, Grammar*, (Sydney:UNSW Press, 1996), p. 113

<sup>33</sup>Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008),p. 1

<sup>34</sup>Rudi Hartono, *Genres of Text*, (Semarang UNES, 2005), p. 4

language to write, we are creating and constructing text. When we read, we are interpreting text. Moreover, when we talk and listen, we are also creating and interpreting texts.

## **G. The Concept of Genre**

### **1. Definition of Genre**

Genre is a term used to describe the classification of written material. The word genre comes from the French (originally Latin) word for 'kind' or 'class'. A genre can be defined as a culturally specific text type which results from using language (written or spoken) to help accomplish something.<sup>35</sup> Within functional linguistics, the concept of genre has been proposed as a useful one for helping us to understand the nature of language in use, including the issue of predictability.<sup>36</sup>

Functional means meaningful and context is anything accompanying a text. Genre is an organizing concept for our cultural practices. It means that genre is an organizing concept for our cultural practices.<sup>37</sup> Text in English can be classified into several genres, they are:

#### **a. Narrative**

Narrative is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener.

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<sup>35</sup>David Nunan, *Language Teaching Methodology: A textbook for teachers*, (Australia: Prentice Hall, 2008), p. 43

<sup>36</sup>David Nunan, *Language Teaching Methodology: A Textbook for teachers*, (Australia: Prentice Hall, 2008), p. 43

<sup>37</sup>Peter Knepp Megan Watkins, *Genre, Text, Grammar (Technological, For Teaching and Assessing Writing)*, (Australia: A UNSW Press Book, 2005), p. 21

b. Spoof

Spoof is a text to retell an event with a humorous twist.

c. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

d. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

e. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

f. News item

News item is a text to inform readers, listeners or viewers about events of the day which are considered news worthy or important.

g. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

h. Procedure

Procedure is a text to describe how to make something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio cultural phenomena. Other definition, explanation is to explain how or why something occurs.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Review

Review is a text which presents critical analysis on events or works for readers or public audience.

Based on the explanation about the text, the researcher can conclude that the students have to know what kind of text they read. Because it is very useful for them to distinguish the differences of kinds of text itself.

## **H. Concept of Narrative Text**

Narrative is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myth, epic) and its plot consists of climax of the story or complication then followed by the resolution. According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual

or vicarious experience in different ways.<sup>38</sup> Another definition stated by Anderson and Anderson that narrative text is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.<sup>39</sup> It means that narrative is a text which contains about story and its plot consist of complication and resolution.

Based on those explanation above, it can be concluded that narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. A piece of text which tell a story (fiction, nonfiction, tales, folktales, fables, myth) entertains or informs the reader or the listener. The generic structures of narrative texts are orientation, complication, sequences of events, and resolution. A more detailed generic structure of narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes:

1. Orientation that sets the scene (when and where) the introduces participants/ characters (who).
2. Complication where a crisis arises and something happened unexpectedly.
3. Resolution, the ending of story containing the solution.

a. Example of Narrative Text

**Toba Lake**

Once upon a time, there was a man who was living in north sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

Orientation

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<sup>38</sup>Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 3

<sup>39</sup>Anderson, Mark and Anderson, Kathy. *Text Types in English 2*, (South Yarra: Macmillan Education Australia PIY LTD, 1997), p.8

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said;”yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and the got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted;”You damned daughter of a fish”.The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became toba lake. She turned into a fish again and the man became the island of Samosir.

Complication

Resolution

*Source: Nina Bates, An Interactive English Course for Junior High School, Page 20*

## **I. Concept of Students’ Reading Comprehension in Narrative Text**

Reading comprehension is the students’ ability to comprehend and understand the reading material (narrative of legend) that gives information to the readers and how to catch main ideas in the text.<sup>40</sup> Therefore, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text students develop mental models, or representations of meaning of the text ideas during the reading process.

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<sup>40</sup>I.S.P. Nation, *Teaching ESL/ EFL Reading and Writing*,( New York : Routledge, 2009) p.

According to Burden and Byrd in Emayanti's thesis, there are two factors that influence the students' reading comprehension and they are related one other, they are: internal factors and external factors. The first is internal factor (personal factors), it means that the factors which come from the reader. This factor deals with self-motivation and interest. Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. The motivation can be intrinsic (to increase the reader's competences) and extrinsic (to get a reward).<sup>41</sup>

Besides motivation, interest also becomes one of the important factors in order to means that he or she will get a good result. On the other side, if the reader has no interest to read it will make reading without understanding. The second is external factors, the external factors have a close relationship to reading material and reading teacher. Both of those factors are related to each other.

Narrative is a text which tells problematic story in the past and gives the resolution of the problem in the end of the story. Whose purpose is to amuse or entertains to the readers or listener.<sup>42</sup> While the generic structure are orientation( introducing the characters of the story, the time and place the story happened),

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<sup>41</sup>Nanda Elmayanti, *English Language Teaching Achievement in Reading Comprehension*. (Medan: ELT Forum, 2013), p. 1

<sup>42</sup>Sanggam Siahaan, *Op. Cit.* p. 3



complication (series of events which attempts to solve the problem) and resolution( the ending of story).

Based on those explanations, it can be concluded that students' reading comprehension is the ability to comprehend the reading material that give information to the readers, by presenting the supporting arguments with the good ability to deal with the question related to main idea, expression/idiom, inference, grammatical features, detail, excluding fact, supporting idea, and vocabulary in context.

## **J. Concept of Team Word-Webbing Technique**

### **1. Definition of Team word-webbing**

Before knowing the definition of team word-webbing clearly we must understand that team word-webbing is one kind of techniques in cooperative learning. According to Jacob and Hannah, team word-webbing is one of technique cooperative learning for reading aloud by teacher.<sup>43</sup> Kagan states that cooperative learning is principles and technique for helping the students work together more effectively.<sup>44</sup> It means that team word-webbing is one technique of cooperative learning it is used to learn and work together in the classroom and with other students in another part of the world, teachers must help their students learn to

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<sup>43</sup>George Jacobs & Dan Hannah. *Combining Cooperative Learning with Reading aloud by Teachers*. 2004. IJES, Vol 4(1).p. 108

<sup>44</sup>Spencer Kagan, *Cooperative Learning*, (Virginia:Kagan Cooperative Learning, 1994),p. 22

interact positively with people who are different from themselves and who may not think the same as they do.

According to Zarei and Gilani, team word-webbing is technique of graphic organizer that provides a visual of how ideas connect to the topic. Team word-webbing starts with a large piece of paper and several color markers. This technique help the students to understand how ideas connect with each other and recognize how information is obtained.<sup>45</sup> It means that team word-webbing is the way to helps the students for reading comprehension. Since readers can easily be overwhelmed by webbing of ideas, teacher need to guides students to group ideas into meaningful clusters. Making such as graphic or diagram can be done individually or in group.

Danton states that team word-webbing is a simple graphic that can help to see the main ideas in the book, chepter or article and represent it in some short of visual display such as tree diagram, circles, line connecting, etc.<sup>46</sup> Through this technique the information is designed more systematic way and also more visual and free form. The idea is stated by determining the main topic and generates it into a clear and detail through the addition of sub-point. It means that team word webbing is simple way to help the students to see graphically the relationship

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<sup>45</sup>Abbas Ali Zarei and Maham Saham Gilani. *Op.Cit.*p.38

<sup>46</sup>Danton,C. Bryan,D. Wexler,J. Reed, & Vaughn, *Effective Interaction for Middle School Students with Reading Difficulties:The Reading Teacher's Sourcebook*. (Texas: Texas Education Agency. 2007), p. 117

between points of the topic, whether they have included some relevant ideas or omitted some irrelevant ideas

It is supported by Starko that team word-webbing is often used to organize such as idea and information on a topic.<sup>47</sup>Yudianto *et al.*,in Journal of scientific research and studies defines team word-webbing is technique helps students analyze a complex concept by breaking it down into component parts and clarifying the relationships.<sup>48</sup>

Furthermore, according to Jhonson in Hariyanto, team word-webbing as diagram that help students to see how words are related to one another. It is supported by Deccarico that team word-webbing is an activitiy that helps bring into consciousness relationship among word in a text and help deepen understanding by creating associative network for words.It means that team word-webbing is a simple map to help the students to see information related to the reading about what they will read.

Based on those explanations above, researcher concluded that, team word-webbing is an activity that helps the students in prediction or to organize many ideas in the form of tree diagram, circles or line connecting to present in the relationship among the words.

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<sup>47</sup>Alane J.Starko. *Creativity in Classroom 4<sup>th</sup> ed.* (New York: Rouledge). 2010.p. 187

<sup>48</sup>Fajar Yudiyanto,*Teaching Reading Analytical Exposition Text by Using Team word-webbing Technique.( A classroom Action Research) on the Eighth Grade of SMPN Sungai Ambawang Pontianak 2016*, p.2

## 2. Procedure of Team Word-Webbing Technique

According to Zarei and Gilani, team word-webbing starts by writing a key concept in the middle of the paper. Next choose subtopic on four corners with different color markers, then adding some words or ideas that related to the subtopic. Finally students can be free for all adding the words that related to the sub topic, it is like web page on the net.<sup>49</sup> It means that key concept is important in begining the implementation of team word-webbing, by knowing the key concept we can run other steps well.

In other statement, Holt states that using team word-webbing technique firstly, students can begin to understand webbing by shows word webbing in the square or circle. Secondly, Teacher stimulates student thinking by some questions to stimulate the students imagination. Then, students devided into group or team, each team consist four until five students after that, each groups was given chart paper of webbing, then students to fill in the blank chart webbing with the different color marker.<sup>50</sup> It means that in using team word-webbing technique the teacher serves as a motivator to stimulate students' thinking, while the students in each group combines the words which appropriate with the main topic.

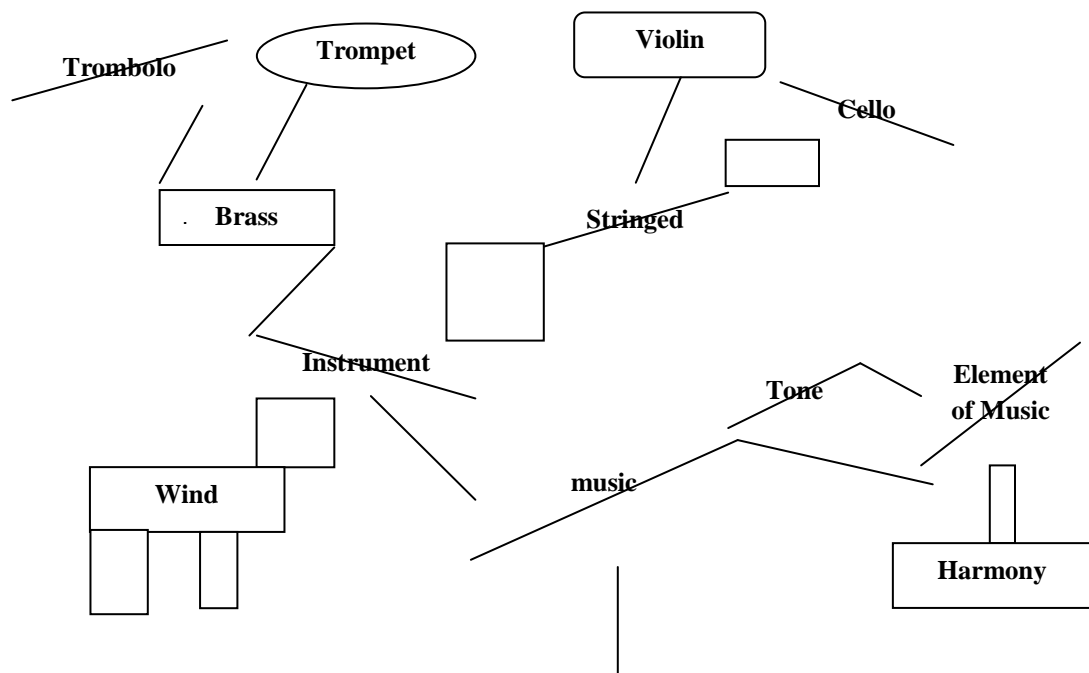
From those procedures, the researcher modified the procedure of team word-webbing for this research as follows:

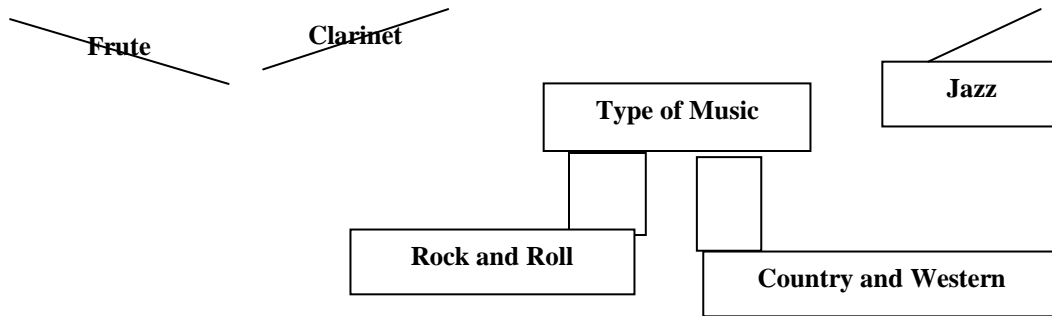
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<sup>49</sup>*Op.Citp.* 113

<sup>50</sup>Daniel D. Holt, *Cooperative Learning: A Response to Linguistic and Cultural Diversity. Language in Education: Theory and Practice*, (Washington: CAL Center, 1993), p. 148

- a. Teacher shows example of word webbing
- b. Teacher asks to the students to choose main topic
- c. Teacher writes main topic in the center of the paper.
- d. Teacher devides the students into small group, each group consists of four students.
- e. Teacher gives each groups chart webbing paper. The chart paper has been written main topic in the center of it.
- f. Teacher guides the students to think about the words that can associative with the main topic.
- g. Teachers asks the students to fill in the blank chart webbing with the different color marker.
- h. Teacher asks the students to free for adding the ideas, details and information by drawing lines that is related to the key words.





*Figure 2 : Team Word Webbing by Zarei and Gilani*

From Figure 2, we can see that the topic (Expectation) is put in the center and all of the key words should be related the topic. The students writes the key words as many as possible.

### 3. Advantages and Disadvantages of Team Word-Webbing

According to Gerson, team word-webbing is a certain kind of techniques in cooperative learning. Team word-webbing as part cooperative learning has advantages and disadvantages.

The general advantages of team word-webbing as follows:

- a. Motivate students and to make students interacting with other students because students have to work together in doing activities.
- b. Working together on a task more pleasurable than working alone.
- c. Problems can be solved more efficiently when people cooperate.

- d. Allows readers to see graphically the relationship between sub-points and components of an idea.<sup>51</sup>

The general disadvantages of team word-webbing as follows:

1. It is not easy to apply by beginner students, because it requires extensive training.
2. It is difficult to find out the relation between the ideas.<sup>52</sup>

To overcome those problems in disadvantages of team word- webbing are:

- a. Before the teacher by using team word-webbing, the teacher should measure the ability of the students, the students capable or not if they learning reading by using team word-webbing.
- b. The teacher should be more to guide the students when the process of teaching reading by using team-word webbing.
- c. The teacher should support the students in learning of vocabulary, because in learning reading, the ability of vocabulary is needed.

Based on those explanations, it can be concluded that team-word webbing naturally just a technique which has both positive and negative thing inside. Oftentimes, the learners can take the advantages through this technique, meanwhile the disadvantages cannot be separated from its use. Hance, it depends on the user to maxamize the advantages of using team word-webbing.

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<sup>51</sup>Gerson, K. *An institutional Perspective on Generative Fathering(Creating social Supports for Perenting Equality:1997)*, P.184

<sup>52</sup>Ibid, p.185



## **K. Teaching Reading Comprehension on Narrative Text by Using Team Word-Webbing Technique**

The procedure of teaching reading by using team word- webbing technique are as follows:

1. Teacher explains to the students about the material that will be given.
2. Teacher show example of word webbing.
3. Teacher asks to the students to choose main topic
4. Teacher write key concept in the middle of the paper
5. Teacher devides the students into small group, each group consist four students.
6. Teacher gives each groups narrative text and and chart webbing paper. The chart paper has been written main topic in the center of it.
7. Teacher guides the students to think about the words that can associative with main topic.
8. Teacher asks to the students to fill in the blank chart webbing with the different color marker.
9. Students can be free for all adding the ideas,details and information by drawing lines that is related to the key words.

From those steps, there are many steps that can be applied in teaching reading comprehension using team word-webbing in experimental class. Team word-webbing is one of technique that can be applied as lesson plan based on Curriculum 2013. Nowadays, curriculum 2013 used scientific approach which is

oriented to develop the students ability to solve the problem by using integrated inquiry activities. There are five steps of scientific learning in curriculum 2013 are: observing, questioning, associating, experimenting and communicating. From fifth steps students practice in associating activities.

## **L. Concept of Translation Technique**

### **1. Definition Translation Technique**

The translation technique consists of practice in translating texts of increasing difficulty, first from the second language into the first and later from the first language into the second.<sup>53</sup> The translation can be taught to classes of any size by teachers with an imperfect knowledge of the language and no special teaching techniques. It is easy and cheap to teach and administer. The number of class period may be as few or as many as administratively feasible.

According to Newmark, translation is more a process of explanation, interpretation, and reformation of ideas than a transformation of words.<sup>54</sup> Translation is a technique for communication of the meaning of a source language text by means of an equivalent target language text. It means that translation has to know recopter language word and should be familiar with subject matter. When the students translate something, they can find the meaning of new word or sentence themselves.

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<sup>53</sup>William Francis Mackey, *Language Teaching Analysis*, (Longman: Longman Group Ltd, 1965), p. 153

<sup>54</sup>Peter Newmark, *A Text Book of Translation* (New York: Prantice Hall 1988), p.12

Based on those explanations above, translation technique is the process of transferring thoughts and message from the source language to the target language, in the form of written or spoken.

## 2. Procedure of Translation Technique

The procedures of translation technique in class activities as follows.<sup>55</sup>

- a. The teacher explains about technique in learning reading.
- b. The teacher meansions material and explains about translation.
- c. The teacher distributes the text to the students and allow them to understand the materials by read and translate by looking up dictionary.
- d. Last, the teachers asks the students to express about the problem in comprehending materials briefly. After the students understood, the teacher givethe students exercise and the ends class.

Based on those explanations, it can be concludes that translation is a technique consist of practice in translating texts of in one language (source of language) by equivalent textual material in another language (target language). It is easily to help the students to find out the main ideas or information in the text by translating the text with looking up the dictionary.

Moreover, there is a procedure of translation according to Calford. The steps for translation are as follows:

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<sup>55</sup>Sayuki Machida, *A Step forward to Using Translation to Teach a Foreign/ Second Language*, (Australia: University of melbourne, 2008), p. 143

- a. Understanding the meaning/message of source language (SL) text, through analyzing its words, phrases, and sentence structures or grammar used on the sentences.
- b. Transferring the analyzed message in source language (SL) into the target language (TL) message by finding out the equivalent meaning of the text/this step is called an internal process.
- c. Restructuring the equivalent meaning of source language to target language with accepted form/ sentence patterns. The message in target language must be the same with the message in source language.<sup>56</sup>

From the procedures above, the researcher modified the procedure of translation for this research as follows:

- a) Teacher gives a piece of text.
- b) Teacher asks the students to read and to answer the question related to the text
- c) Teacher asks the students some questions after reading to allow them to understand the legend.
- d) Teacher guides students to understand the text by translating by looking up dictionary.

### 3. Advantages and Disadvantages of Translation Technique

There are some advantages and disadvantages of using translation technique as follows.

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<sup>56</sup>J.C.Calford, *A Linguistic Theory of Translation*, Oxford University Press, 1965, p. 20

- a. helps the students to have a better understanding of the meaning of abstract words and complicated sentences.
- b. Make the students more easily to understand the text by translate word by word from one language to another languages.
- c. Systematic study of grammatical rules plays an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences.

The disadvantages of translation technique as follow:

- a. Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.
- b. Take time to interpret, it does take time to interpret, learn, research and finally translate the whole text.<sup>57</sup>

To overcome those problems in disadvantages of translation are:

- 1) Before the teacher teach by using translation, the teacher should measure the ability of the students, the students able or not if they learning reading by translation.
- 2) The teacher should be more to guide the students when the process of teaching reading by translation by looking up the dictionary.

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<sup>57</sup>Albany, *Advantages and Disadvantages of translation*, [http://tccl.rit.albany.edu/knilt/index.php/unit\\_3.](http://tccl.rit.albany.edu/knilt/index.php/unit_3.) *what-is-the-advantage- of -using- translation- as- a-teaching- resource/*, Accessed on January, 17<sup>th</sup> 2018

- 3) The teacher should support the students in learning reading to adding of vocabulary, because in learning reading, the ability of vocabulary is very needed.

From those explanations, it can be concluded that using translation technique makes the students feel bored and frustrated, it also can make the students trouble to understand the text by translate word by word from one language to another languages.

#### **M. Teaching Reading Comprehesion on Narrative Text by Using Translation Technique.**

The procedure of teaching reading by using translation technique are as follows:

- a. Teacher mentions material and explain about translation.
- b. Teacher gives some questions related to the text.
- c. Teacher gives a pieces of text.
- d. Teacher asks the students to read.
- e. Teacher asks the students to answer the question related to the text.
- f. Teacher asks the students some questions after reading to allow them to understand the legend.
- g. Teacher guides students to understand the text by translation by looking up dictionary.<sup>58</sup>

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<sup>58</sup>*Ibid*,p. 40

From those steps, all of steps that can be applied in teaching reading comprehension using translation. Translation is one of technique that can be applied as lesson plan in control class based on Curriculum 2013. As we know that, curriculum 2013 used five steps are: observing, questioning, associating, experimenting and communicating. From fifth steps students practice in experimenting activities.

### **N. Frame of Thinking**

Reading is one of the four language skills. Reading is an important aspect in life because someone cannot know anything without reading. Nowadays, many junior high school students are not able to understand reading text.

To comprehend the reading text is not easy, moreover reading comprehension of English text. Many students difficulties to catch main idea when they read the text, they are also getting tired and bored when they read the long text, so they spend long time to comprehend the text especially in reading section. By using team word-webbing, the students be more active when they add some ideas, creative when they write the sub topic or main topic and enjoyable have a chance to add their ideas in learning reading. They can find out the main idea and details of each paragraph. They also can answer question based on the text since technique have purpose to get the readers look for the main idea and questions based on the text. The most important of using team word-webbing are the students know what they



have read, they know the purpose of reading, main idea, and details of text. Therefore they can comprehend the text well.

Concerning with the previous explanation, the researcher assumed that team word-webbing technique can help the teacher in teaching learning process. It can be alternative technique for teaching reading since it is expected to make the students interested and enjoyable in learning English particularly in reading.

#### **O. Hypothesis**

Based on the theories and frame of thinking the problem, the researcher would like to formulate the hypotheses as follows:

$H_0$  : There is no significant influence of using Team Word-Webbing towards students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

$H_a$  : There is significant influence of using Team Word-Webbing towards students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

## **CHAPTER III**

### **RESEARCH METODHOLOGY**

#### **A. Research Design**

In this research experimental design was used. Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>59</sup> It means that experimental design is research design that used to find the influence of one variable to another.

In experimental design, quasi experimental design was used. Ary states that quasi experimental is similar to randomized experimental design in that they involved manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups.<sup>60</sup> It means that quasi experimental includes assignment, but not random assignment of participants to group. That is because it would disrupt the activities of teaching learning in the class.

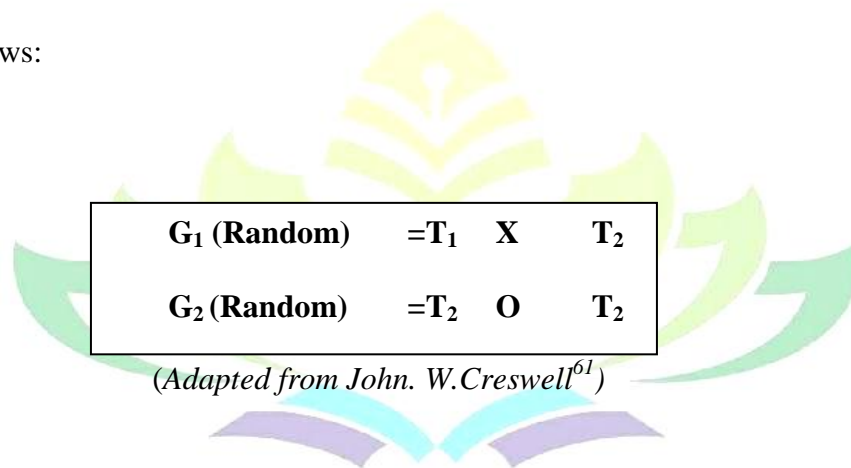
In this research, the researcher was selected two classes, one class as experimental class and another class as control class. Then, the students were given pre test to

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<sup>59</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8<sup>th</sup> edition), *Introduction To Research in Education*, Canada, Wadsworth Cengage Learning, 2010, p.301

<sup>60</sup>John W. Creswell, *Educational Research: Planning, conducting, and Evaluating Quantitative and Qualitative Research* (4<sup>th</sup> Edition), New York, 2012. p. 309

know their reading comprehension in narrative text before treatment. After that, the researcher applied treatments in experimental class by using team word-webbing technique and translation technique was applied by teacher in control class. After that, the students were given post test to know whether any influence in students' reading comprehension. The design of the research can be illustrated as follows:



**Note:**

- G<sub>1</sub>** = Experimental class
- G<sub>2</sub>** = Control class
- T<sub>1</sub>** = Pre-test
- T<sub>2</sub>** = Post-test
- X** = Treatment by Team word-webbing technique
- O** = Translation technique

## B. Variabel of the Research

A great deal of research was carried out in order to explore the strength of relationship between variables.

1. The independent variable was Team Word-Webbing technique(x)

Their effect on the relationship with the dependent variable.

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<sup>61</sup>John W. Creswell, *Op.Cit*, p. 310

2. The dependent variable was students' reading comprehension in narrative text (Y).

The dependent variable was observed to determine what effect of the independent variables.

### **C. Operational Definition of Variable**

The operational of variable in this research are:

1. Team word-webbing Technique

Team Word-Webbing technique is simple graphic that can helps the students to see main ideas in the book, chapter or article and represent it in some short visual display such as tree diagram circles or line connecting. The researcher was conducted this technique in experimental class in SMP Gajah Mada Bandar Lampung.

2. Reading comprehension

Students' reading comprehension is the ability to comprehend the reading material that give information to the readers, by presenting the supporting arguments with good ability to deal with question related to main idea, expression/idiom, inference, grammatical features, detail, excluding facts not writtenon narrative text, supporting idea and vocabulary in context.

### **D. Population, Sample and Sampling Technique of the Research**

1. Population

According to Ary, population is all of members of any well defined class of people, events, or object.<sup>62</sup>The population of this research was taken from students at the eighth grade of SMP Gajah Mada Bandar Lampung. It can be see in Table 2:

**Table 2**

**The number of students of the Eighth grade of SMP Gajah Mada Bandar Lampung in 2017/2018academic year**

| No           | Class  | Genders   |           | Total      |
|--------------|--------|-----------|-----------|------------|
|              |        | Male      | Female    |            |
| 1            | VIII A | 12        | 16        | 28         |
| 2            | VIII B | 11        | 19        | 30         |
| 3            | VIIIC  | 10        | 17        | 27         |
| 4            | VIIID  | 10        | 20        | 30         |
| <b>TOTAL</b> |        | <b>43</b> | <b>72</b> | <b>115</b> |

*Source: Arcieve of SMP Gajah MadaBandar Lampung 2017/2018*

## 2. Sample

Sample is part of a population of individuals from whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.<sup>63</sup>The researcher was taken the students in two classes from four classes available as the sample of the research.

## 3. Sampling technique

In this research, the researcher used cluster random sampling technique in choosing the sample. The reason of using cluster random sampling because when the researcher choose sample individually it will be disturb teaching and learning process. Cluster random sampling is similar to simple random sampling expect that groups rather than individuals are randomly selected, the sampling unit is a

<sup>62</sup>Donald Ary,*Op.Cit*, p. 148

<sup>63</sup>Jack R.Fraenkel, *How to Design and evaluate research in education*, (New York.2009), p.105

group rather than an individual.<sup>64</sup> The researcher applied lottery to choose experimental class and control class the steps are as follows: The first, the researcher made a kind of lottery, and then these piece of paper rolled and put into box, after that the box is shaken, and then the researcher taken two pieces of rolled paper. The first paper as an experimental class and the second as control class.

### **E. Data Collecting Technique**

In conducting the data, the researcher used a test to know the students' reading comprehension in narrative text for the experimental class and control class after they get treatment. It is used to measure the students' reading comprehension on narrative text. The test of pretest and post test consist of 25 items of multiple choice questions with 4 options (a, b, c, and d). Some tests was conducted to collect the data. In collecting the data, the researcher used pre-test and post-test.

#### **1. Pre test**

Pre test is conducted to know the students' reading comprehension before the treatment. It was done in the experimental class and control class to find out the students' reading comprehension in narrative text before the treatment and also the students' mean score. The test had been done by giving multiple choice that consist of 40 questions and the students answered the questions on the answer sheets. Then, the researcher did the scoring based on their answers on the test.

#### **2. Post test**

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<sup>64</sup>*Ibid.*p.94

Post test is conducted to know the students' reading comprehension after the treatment. The researcher asked the students to answer some questions. It was conducted after treatment to know the result of students' reading comprehension in narrative text after they were taught by using team word-webbing technique. By looking at the students' result in the pre test, so the researcher compared their scores before and after given treatment to draw a conclusion about team word webbing technique.

#### **F. Instrument of the Research**

An instrument is a tool for measuring, observing or documenting data. It contains specific questions and response possibilities that you establish and develop in advance of the study.<sup>65</sup> In this research, the researcher used test as the instrument to collect data. The form of the test was multiple choices with four options. The test was used to know students reading comprehension on narrative text.

Based on the Brown's theory, especially reading there are some criteria commonly used in measuring students reading comprehension. Among them are: main idea, expression/ idiom, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written,

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<sup>65</sup>John W. Creswell, *Op. Cit.*, p.14

supporting idea, and vocabulary in context.<sup>66</sup>The researcher prepared the instrument in the form of multiple choice questions. The blueprint of reading .

**Table 3**  
**Test Specificationsfor Pretest and Posttest before Tryout**

| No           | Aspects  | Items Number |                |       |              |          |       |
|--------------|--|--------------|----------------|-------|--------------|----------|-------|
|              |  | Pre-test     |                |       | Post-test    |          |       |
|              |  | Even         | Odd            | Total | Even         | Odd      | Total |
| 1            | Main idea ( topic)                                       | 22,36        | 11,31,23       | 5     | 5,21,27      | 2,26     | 5     |
| 2            | Expression/Idiom/<br>Phrase In context                   | 6, 10,32     | 29,7           | 5     | 12,26,22     | 17, 23   | 5     |
| 3            | Inference<br>(Implied detail)                            | 18,30        | 1,37           | 4     | 10,36        | 1,3,33   | 5     |
| 4            | Grammatical<br>features(<br>reference)                   | 14,20,40     | 9,19           | 5     | 16,30,36     | 25,35    | 5     |
| 5            | Detail (scanning<br>for a specifically<br>stated detail) | 2,12,16      | 39,9           | 5     | 18,14        | 15,31,39 | 5     |
| 6            | Excluding facts<br>not written                           | 8,24         | 5, 25, 27      | 5     | 8,10,38      | 7,13     | 5     |
| 7            | Supporting ideas   | 4            | 3,15,17,<br>33 | 5     | 20,<br>28,32 | 19,33    | 5     |
| 8            | Vocabulary in<br>context.                                | 28,38        | 13,21,35       | 5     | 4,6,40       | 11,29    | 5     |
| <b>Total</b> |  |              |                | 40    |              |          | 40    |

Based on the Table 3, the main idea in pre test and post test before tryout consists of 5 numbers. In the pre test, they were number 22, 36 11 and the post test, they were number 38, 21. The expression/idiom/phrase consists of 7 numbers. In the pre test, they are number 6, 8, 10 32 and in the post test, they were number 6,17 23. The inference consists of 9 numbers. In the pre test, they were1,18,30 and 37 in the post test, they were number 1, 3, 10, 33 and 36. The grammatical feature

<sup>66</sup>H. Douglas Brown, *Language Assesment:Principle and Classrom Practices*.Sanfransisco:Longman.2004.p. 206



consists of 4 numbers. In the pre test, they were number 14,40 and in the post test, number 25, 39. The detail consists of 6 numbers. In the post test, they were number 2, 33, 39 and in the post test, they were number 2, 5, 15. The excluding fact not written consists of 7 numbers. In the pre test, they were number 5, 24, 27 and in the post test, they were number 8, 24, 26, 37. The supporting idea consists of 5 numbers. In the pre test, they were 3,4 and in the post test, they were number 20, 32, 34 The vocabulary content consists of 7 numbers. In the pre test, they were number 26, 28, 29, 35 and in the post test, they were number 4, 9, 11. So, the total number were 25 items consist of 12 items for pre test and 13 items for post test.

**Table 3.1**  
**Test Specifications for Pretest and Posttest after Tryout**

| No | Aspects  | Items Number     |                      |       |           |                   |       |
|----|--|------------------|----------------------|-------|-----------|-------------------|-------|
|    |  | Pre-test         |                      |       | Post-test |                   |       |
|    |  | Even             | Odd                  | Total | Even      | Odd               | Total |
| 1  | Main idea ( topic)                                       | -                | 3,<br>7,11,17,<br>21 | 5     | 2         | 5, 21             | 3     |
| 2  | Expression/Idiom/<br>Phrase In context                   | 8                | 15                   | 2     | 12,14     | -                 | 2     |
| 3  | Inference<br>(Implied detail)                            | 16,              | 1, 9, 23             | 4     | -         | 1,17              | 2     |
| 4  | Grammatical<br>features(<br>reference)                   | 14               | 13, 25               | 3     | 16, 10    | -                 | 2     |
| 5  | Detail (scanning<br>for a specifically<br>stated detail) | 2, 6, 20,<br>22, | -                    | 4     | 18, 22,   | 3, 11, 23,<br>13, | 6     |
| 6  | Excluding facts<br>not written                           | -                | 19                   | 1     | 8         | 7, 9              | 3     |
| 7  | Supporting ideas   | 4                | 5                    | 2     | 20, 24    | 15                | 3     |
| 8  | Vocabulary in<br>context.                                | 10,12,<br>18, 24 | -                    | 4     | 4, 6      | 19, 25            | 4     |

|              |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| <b>Total</b> | 12 | 13 | 25 | 12 | 13 | 25 |
|--------------|----|----|----|----|----|----|

Based on the Table 3.1 the main idea in pre test and post test after tryout consists of 8 numbers. In the pre test they were numbers 3, 7,11,17,21 and the post test 2, 5, 21. The expression/idiom/phrase consists of 4 numbers. In the pre test they were number 8, 15 and the post test 12, 14. The inference consists of 6 numbers. They were number pre test 16, 1, 9, 23 and the post test 1, 17. The grammatical feature consists of 5 numbers. They were number pre test are 14,13, 25 and the post test 16, 10. The detail consists of 10 numbers. In the pre test number are 2, 6, 20, 22 and the post test 18,22,3, 11, 23, 11. The excluding fact not written consists of 4 numbers. In the pre test number 19 and the post test 8,7,9. The supporting ideas consist 5 numbers. In the pre test number are 4, 5 and in the post test 20, 24, 15. The vocabulary in context consist 8 numbers. In the pre test numbers are 10, 12, 18, 24 and the post test 4,6, 19, 25.

### **G. Scoring System**

Before obtaining the score,the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcherused Arikunto's formula.<sup>67</sup> The ideal highest score is 100. The score of pretest and posttest are calculated by using the following formula:

$$S = \frac{r}{n} 100$$

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<sup>67</sup>Suharsimi Arikunto, *Procedure penelitian suatu pendekatan praktek* (RinekaCipta, Jakarta, 2014),p.130

Notes:

S: The score of the test.

r: The total of the right answer.

n: The total items.

Based on the formula, the score of the students was measured based on the number of their correct answer. The more the item can be answered, the higher the score of reading comprehension can be gotten by the students.

## **H. Research procedure**

There were three steps in the research procedure:

### **1. Planning**

#### **a. Determining the subject**

The researcher determined the subject. In this case the researcher chose eighth grade of SMP Gajah Mada Bandar Lampung as the subjects of the research, VIII A as an experimental class and VIII C as a control class.

#### **b. Determining the instrument of the research**

The researcher determined the instruments that were taught to students, the instrument was a test of narrative text. The students got the same instrument for both classes in the same topic.

#### **c. Tryout the test**

Tryout was conducted to identify how accurate and effective the test before it was used to collect the data of research and used to identify whether the test could be administrated or not.

**d. Preparing pre test**

The researcher prepared pre-test that given to the students. The pre test was given on the questions that were selected after validity.

**e. Determining the material to be taught**

The researcher gave the treatment in three meetings. In the treatment, the researcher as the teacher taught the students by using team word-webbing. The students were given explanation about team word-webbing, and how to read and comprehend the text. The students also were given the explanation about narrative text and topic of narrative text. After that, the students read the text, students could read the text and answer the question based on the text.

**f. Preparing post test**

The post test conducted after the treatment. By giving the post test, the researcher knew the students improve their reading comprehension or not. The test was multiple choice with 4 options a, b, c, and d. The total number of the test was 25 items.

**2. Application**

After planning, the researcher tried to apply the research procedure. There steps were as follows:

- a. In the first step, the researcher gave tryout test.
- b. In the first meeting, the researcher gave pretest

The researcher gave pre test to the experimental and control class. The test was multiple choices with 4 options a, b, c or d. the total number of the test was 25 items.

c. In the second, third, and fourth meeting the researcher gave the treatment.

After gave the pre test to the students, the researcher conducted the treatment by using team word webbing technique in the experimental class.

d. In the fifth meeting, the researcher gave post test.

The researcher gave post test. The test was multiple choices with 4 options a, b, c, and d. The total number of the test was 25 questions.

### **3. Reporting**

The last step that should be done in the research procedure is reporting. Therewereas follows:

- a. Analyzing the data that wereready obtained from tryout
- b. Analyzing the data that were ready obtained from pre test and post test
- c. Made a report of findings.

### **I. Validity and Reliability of test**

#### **1. Validity of the test**

##### **a. Content validity**

Content validity refers to the content and format of the instrument.<sup>68</sup>Content validity means that the test becomes representative sample of the subject matter content of what has been taught to students. To get the content validity of the

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<sup>68</sup>Jack, R.Fraenkel and Norman, E. Wallen, *Op.Cit.*p. 148

reading test, the researcher arranged the materials based on the syllabus the eighth grade of junior high school. The test called valid it is refers to the material that had been taught in the classroom and it is mentioned in the syllabus in number SK K1.1, K1.2, K1.3, K1.4 and KD 1.1, 3.6, 4.9. See Appendix 4.

#### **b. Construct Validity**

Cronbach and Meehl state in Fulcher and Davidson that construct validation takes place when an investigator believes that his instrument reflects a particular construct, to which are attached certain meanings. The proposed interpretation generates specific testable hypotheses, which are a means of confirming or disconfirming the claim.<sup>69</sup> So, construct validity refers to the suitable or not the content of the test toward the mastery or the ability that will be tested. In this research the researcher administers test about narrative text test, there are some criteria are commonly used in measuring students' reading comprehension. Such as main idea, expression, inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary in context.

The researcher validated the test instrument to the English teacher at SMP Gajah Mada, Mrs. Eva Kresia at Sunday, August 06<sup>th</sup> 2018. Based on the form validation all of items of the test instrument was valid. It means that the test instrument was suitable with the criteria on reading comprehension. From the form validation that the instruction of the test was clear and the time allocation was enough. Number

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<sup>69</sup>*Ibid*, p. 7

11, 22, 36 in table specification tryout for pre test was suitable to main idea. Number 6, 8, 10, 32 in table specification tryout pretest was suitable to expression/idiom/phrase in context. Number 1, 18, 30, 37 in table specification tryout for pre test was suitable to inference(implied detail). Number 14, 40 in table specification tryout pre test was suitable to grammatical feature. Number 2, 33, 39 in table specification tryout pre test was suitable to detail. Number 5, 24, 27 in table specification tryout pre test was suitable to excluding fact not written. Number 3, 4 in table specification tryout pre test was suitable to supporting idea. And the last, number 26, 28, 29, 35 in table specification tryout for pre test was suitable to vocabulary in content.

Based on table specification for post test. Number 21, 38 in table specification tryout for post test was suitable to main idea. Number 6, 17, 23 in table specification tryout for post test was suitable to expression/idiom/phrase in context. Number 1, 3, 10, 33, 36 in table specification tryout for post test was suitable to inference( implied detail). Number 25, 39 in table specification tryout post test was suitable to grammatical feature. Number 2, 5, 15 in table specification tryout post test was suitable to detail. Number 8, 24, 26, 37 in table specification tryout post test was suitable to excluding fact not written. Number 20, 32, 34 in table specification tryout post test was suitable to supporting idea and the last, number 4, 9, 11 in table specification tryout post test was suitable to vocabulary in content.

### **c. Item Validity**

Item validity was used to measure whether test items are valid or not. In this research, the researcher was used Point Biserial Correlation Statistics to know validity of the test which consist of 40 items multiple choice. The researcher used Pearson Product Moment to calculate the data obtained from tryout to find the item validity of each them. After that, the researcher calculated the data by using SPSS. The result of the items tryout for pretest and post test there were 25 items considered valid. They were number 1, 2, 3, 4, 5, 6, 8, 10, 11, 14, 18, 22, 24, 26, 27, 28, 29, 30, 32, 33, 35, 36, 37, 39, 40 in pre test. Meanwhile, in post test they were number 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 15, 17, 20, 21, 23, 24, 25, 26, 32, 33, 34, 36, 37, 38, 39.

### **2. Reliability of the test**

Reliability is an instrument of the test if the result of the test has a result consistently even if it is tested in several times. Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>70</sup> Besides having high validity, a good test must have high reliability too. The researcher used Cronbach Alpha to reliability of the test. The criteria of reliability test are:

0.91 – 1.00 = Very high reliability

0.71 – 0.90 = High reliability

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<sup>70</sup>*Ibid*, p. 154



0.41 – 0.70 = Medium reliability

0.21 – 0.40 = Low reliability

0,0– ≤ 0.20 = Very Low reliability.

From the criteria of reliability, it can be drawn a conclusion that the result obtained in the Cronbach Alpha of reliability on pre test was 0.919 ( $r$ - Hitung) and  $r = 0.361$  ( $r$ - Tabel). It means that the reliability of pretest items was high than the reliability  $r$ -Hitung. While the result reliability post test was 0.996 and  $r = 0.361$ . It means that the reliability of the test in this research are very high and reliable.

## **J. Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two test that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

### **1. Fulfilment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by written in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be statisfied.

#### **a. Normality Test**

The normality test was used to measure whether the data have a normal distributed or not. In this research the researcher was used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality

employed were Shapiro Wilk. The hypotheses for the normality test are formulated as follows:

$H_0$  = The data have normal distributed

$H_a$  = The data do not have normal distributed.

While the criteria of normality test are follows :

$H_0$  is accepted if  $\text{Sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

## **b. Homogeneity Test**

After the normality test, the homogeneity of the test was determined. The test would intend to test whether the data obtained from the sample homogenous or not. The test of homogeneity employed is Levenes statistic test.

The hypotheses are:

$H_a$  = The variances of the data are not homogeneity

$H_0$  = The variances of the data are homogeneity

The criteria of acceptance of rejection of homogeneity test are:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## **2. Hypothetical Test**

This test was used to determine whether the data fulfill the criteria of the quality of variance. If the fulfilment of the assumptions normally test and homogeneity

test are fulfilled, the researcher would use independent sample t-test to compare the mean of two different data from different groups.

The hypotheses are:

$H_0$  : There is no significant influence of using Team Word-Webbing towards students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019

$H_a$  : There is significant influence of using Team Word-Webbing towards students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

While the criteria of acceptance or rejection of hypothesis are:

$H_a$  is accepted if  $\text{Sig.} \leq \alpha = 0.05$

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$ .

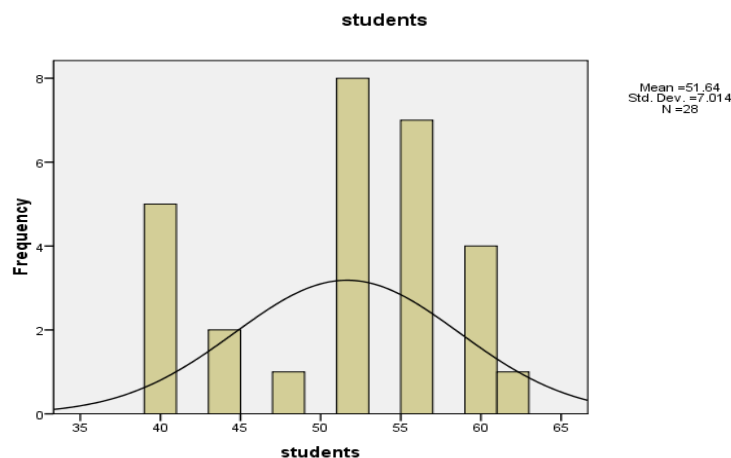
## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

The researcher got the data in the form of score. The score was derived from pretest and post test. The pretest and post test was held on August 01<sup>th</sup> 2018. Meanwhile, post test was held on August 13<sup>th</sup>, 2018. The researcher conducted pre test before treatments given and post test after treatments given. The test was multiple choice test which consist of 25 items for each test.

#### 1. Result of Pre test in the Experimental Class

The researcher conducted pre test in experimental class on August 03<sup>th</sup>, 2018 in order to know students' reading comprehension on narrative text before the treatment. The scores of the students' reading comprehension on narrative text that were tested in pretest can be seen in Figure 1.



Figur I

#### Score of Pre test in the Experimental Class

Based on the figure 1, there were five students who got score 40. There were four students who got score 60. There were two students who got score 44, only one student who got score 48, there were eight students who got score 52, there were seven students who got score 56, and only one student who got score 62. For the statistics of the result pre test experimental class (VIII A), it can be seen on Table 4.

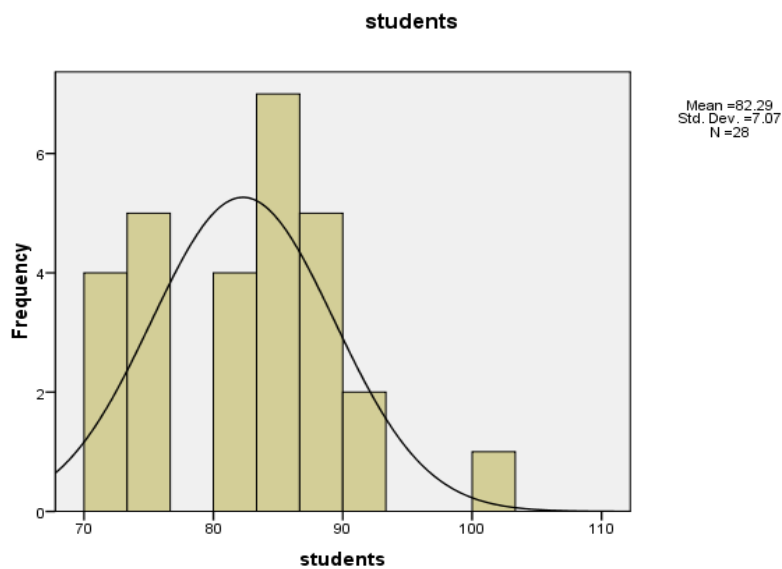
Table 4  
Statistics of the Result of the Pretest of VIII A

| Statistics | Score |
|------------|-------|
| Mean       | 51.64 |
| Minimum    | 40    |
| Maximum    | 62    |
| Median     | 52    |

Based on Table 4, it showed that the mean of pretest score in VIII A as the experimental class was 51.64. The maximum score was 62 and the minimum score was 40. The median score was 52. It showed students' reading comprehension before they did the treatments.

## 2. Result of the Post test in Experimental Class

The researcher also conducted post test order to know students reading comprehension on narrative text after the treatment. The post test was conducted in the experimental class on August, 13<sup>th</sup> 2018. The students scores of the students' reading comprehension on narrative text that were tested in post test can be seen in Figure 3.



Figur 2  
Score of Posttest in the Experimental Class

Based on the Figure 2, it can be concluded that there were four students who got score 80, there were four students who got score 72, there were five students who got score 88, there were five students who got score 76, there were five students who got score 84, there were two students who got score 86, only one student who got score 100, and there were two students who got score 92. The statistics of the result post test, it can be seen on Table 4.1

Table 4.1  
Statistics of the Result of the posttest

| Statistics | Score |
|------------|-------|
| Mean       | 82.29 |
| Minimum    | 72    |
| Maximum    | 100   |
| Median     | 84    |

Based on table 4.1, it showed that the mean of post test score in the experimental class was 82.29. The maximum score was 100. The minimum score was 72. The median score was 84.

### 3. Result of the Pre test in Control Class

Pre test in control class conducted on August 06<sup>th</sup> 2018. The result of pre test of VIIC as the control class can be seen on the Figure 3.

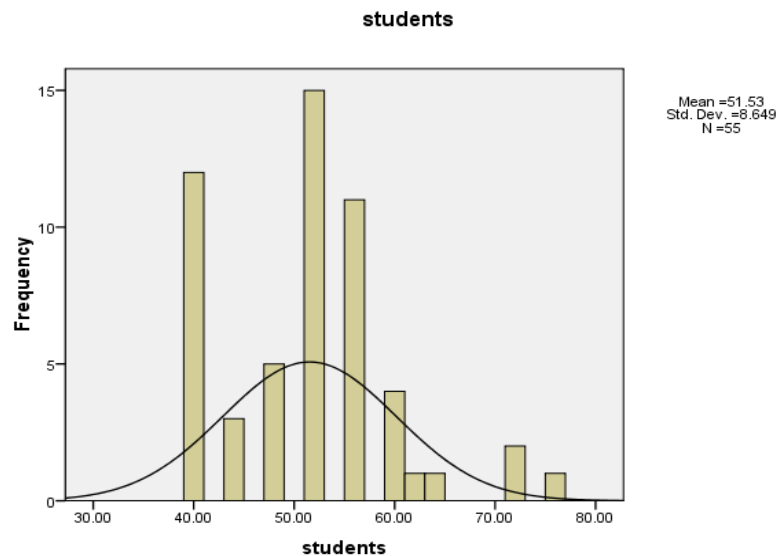


Figure 3  
Result of Pre test in Control Class

Based on the figure 3, it can be seen that there were seven students who got score 40, there were four students who got the score 48, only one student who got score 44, there were seven students who got score 52, there were two students who got score 72, only one student who got score 64, there were four students who got score 56, and

only one student who got score 76. For the statistics of the result of pre test in control class, it can be seen on Table 4.2

Table 4.2  
Statistics of the Result of the Pretest of VIIC

| Statistics | Score |
|------------|-------|
| Mean       | 51.53 |
| Minimum    | 40    |
| Maximum    | 76    |
| Median     | 52    |

Based on table 4.2, it showed that the mean of pretest score in VIIC as the control class was 51.41. The maximum score was 76. The minimum score was 40. The median score was 52.

#### 4. Result of the Post test in Control Class

The result of the post test of VIIC as the control class can be seen on the Figure.

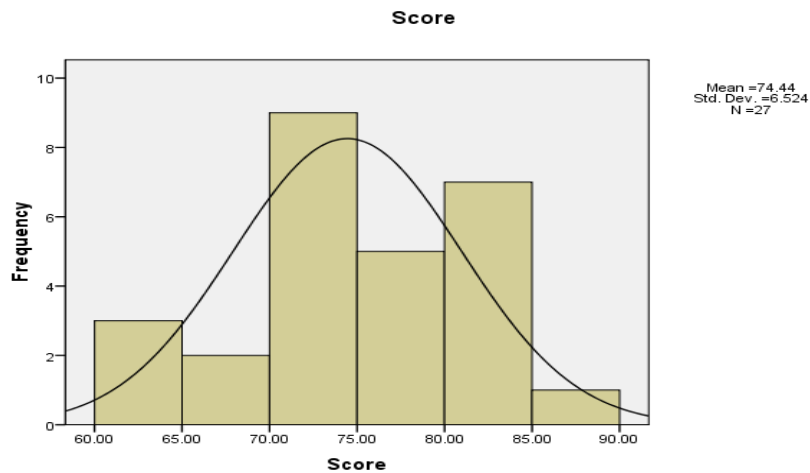


Figure 4  
The result of Post test in Control Class

Based on the Figure 4, it can be concluded that there two students who got score 68, there were four students who got score 76, there were two students who got score 64,



there were two students who got score 84, only one student who got score 60, there were five students who got score 80, only one student who got score 88, there were nine students who got score 72, only one student who got score 78. The statistics of the result post test of VIII C, it can be seen on Table 4.3

Table 4.3  
Statistics of the Result of the Posttest

| Statistics | Score |
|------------|-------|
| Mean       | 74.44 |
| Minimum    | 60    |
| Maximum    | 88    |
| Median     | 72    |

From Table 4.3, it can be seen that the mean score was 77.44. The maximum score was 88. The minimum score was 60. The median score was 72.

#### A. Gain Score

The researcher got the gain score from pretest and posttest score. Gain score was used to analyze normality, homogeneity and independent sample t-test. If gain score in this manner positive gain score indicates that posttest score was higher than pretest score. A negative gain score indicates that the posttest less than pretest score. That is detail score pretest post test and the gain in the experimental and control class. In this research the gain score posttest experimental higher than post test control class.

## B. Result of Data Analysis

### 1. Fulfillment of the Assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were normality and homogeneity test.

#### a. The Result of Normality Test

The researcher did this normality to know whether the data had normal distribution or not. The hypothesis for the normality test are formulated as follows:

$H_0$  = The data are normally distributed

$H_a$  = The data are not normally distributed

While the criteria for the normality test are as follows:

$H_0$  is accepted if  $\text{Sig.}(p_{\text{value}}) \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$

Table 4.4  
The Result of Normality Test of Experimental and Control class

|                   | Shapiro-Wilk |    |      |
|-------------------|--------------|----|------|
|                   | Statistic    | Df | Sig. |
| Gain_Experimental | .938         | 27 | .108 |
| Gain_Control      | .971         | 27 | .625 |

a. Lilliefors Significance Correction

Based on the result of normality test, it can be seen that Sig. (p<sub>value</sub>) for experimental class was 0.108 and Sig.(p<sub>value</sub>) for control class was 0.625 and  $\alpha = 0.05$ . It means that  $\text{Sig.}(P_{\text{value}}) < \alpha$  and  $H_0$  is accepted. The conclusion is that data in experimental and control class had normal distribution.

#### **b. The Result of Homogeneity Test**

The researcher did this homogeneity test to know whether the data is homogeneous or not. The hypotheses for homogeneity test are formulated as follows:

$H_0$  : the variance of the data is homogenous

$H_a$ : the variance of the data is not homogenous

While the criteria for the homogeneity test are as follow:

$H_0$  is accepted if  $\text{Sig.}(p_{\text{value}}) > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$

Table 4.5  
Result of Homogeneity Test

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.234            | 6   | 17  | .338 |

Based on the result obtained in the test of homogeneity of variances in the table 4.5, it could be seen that  $\text{Sig.}(P_{\text{value}})$  was 0.338  $> \alpha$  was 0.05. It means that  $H_0$  was accepted because  $\text{Sig.}(P_{\text{value}}) > \alpha$  was 0.05. It means that the variance of the data were homogeneous.

## 2. The Result of Hypothetical Test

After the researcher knew that the data was normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significant of the treatment effect. The hypotheses are:

$H_0$  : There is no significant influence of using Team Word-Webbing Technique towards students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

$H_a$  : There is a significant influence of using Team Word-Webbing Technique towards students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

While the criteria of acceptance and rejection of the hypotheses are:

$H_0$  is accepted if  $\text{Sig.}(p_{\text{value}}) \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.}(p_{\text{value}}) < \alpha = 0.05$

Table 5  
The Result of Hypothetical Test

| Independent Samples Test      |   |      |                              |        |                 |                 |                       |   |        |
|-------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                               | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|                               | F                                       | Sig. | T                            | Df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                               |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Hasil Equal Variances assumed | .293                                    | .591 | 3.304                        | 53     | .002            | 7.606           | 2.302                 | 2.989                                     | 12.222 |
| Equal variances not assumed   |   |      | 3.309                        | 52.936 | .002            | 7.606           | 2.299                 | 2.995                                     | 12.216 |

Based on the results obtained in the independent sample t-test in table 5, the value of significant generated Sig.(p<sub>value</sub>) or Sig.(2-tailed) of the equal variance assumed=0.002 and  $\alpha$  was 0.05 It means that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. Based on the computation, it can be concluded that there was any significant influence of using team word-webbing technique towards students reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung.

### C. Discussion

The research had been conducted since August 01<sup>th</sup>, 2018. The objective of this research is to find out whether the use of Team Word-Webbing Technique can increase students' in reading comprehension of narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019. Based on the

research method, this research was divided into same steps. There are try out, pre test, treatment in three times, and post test. In the first step, the researcher conducted try out in try out class. The researcher prepared 40 items of multiple choice questions for pre test and post test. After the researcher gave try out, the researcher calculated test items to know validity of the test. The result showed that 25 items of pre test and post test instrument were valid.

In the first meeting, was giving pre test for the students to know the students' reading comprehension before they were given treatments. The test was multiple choice questions that consist 25 items with 4 options a, b, c, and d.

In the second meetings, was giving treatments to the students in three times. Before the researcher gave the treatment, the researcher determined the material and prepared lesson plans for three meetings. The treatment here were teaching reading by using Team Word-Webbing Technique in experimental class and Translation Technique in control class. In the experimental class, the research conducted treatment on August 03<sup>th</sup>, 2018. In the first meeting, the researcher greeted the students and checked their attendance. After that the researcher explained material that would be taught. Then, the researcher showed example of narrative text that related to the story to built students' interest. Then, the researcher asked to the students about the main topic of the text, after that the researcher wrote the main topic in the center of chat of webbing. Then, the researcher guided the students to find the words that related to the subpoint of the text. The researcher divided the students into

small group, each group consist 4 students, after that the researcher gave each group narrative text and chart paper has been wroten the topic in the center of it so, students could be free to adding the words that related to the subtopic and connected it by a line.

After the treatment was given, the researcher gave post test to students to know their reading comprehension after they got the treatments. The test was multiple choice questions that consist 25 items. Based on the result of students' post test, the mean score of students' post test in control class was 74.44 and mean score of students' post test in experiemntal class was 82.29. Based on the result, the score of experimental class was higher than students' score in control class. It means that the students who are taught by using Team Word-Webbing technique got better result than the students who were taught by using Translation Teachnique.

Based on the data calculation, Sig.(2-tailed) of the equal variance assumed in the independent sample t-test was 0.002 it is lower than  $\alpha = 0,005$ . It means that null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It can be concluded that there was any significant influence of using team word-webbng technique toward students' reading comprehension in narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.

Based on the result of the data above, it can be interpret that after the researcher teaching reading by using team word webbing technique in three times, the researcher

found that the students who were taught by using team word-webbing technique gave significant influence on their reading comprehension. It is because this technique helps the students in comprehending the content of the text by organize main point in the text, so the students has clear purpose in reading. The technique is very effective in improving students comprehension of what their read because the students know main idea and information of the text before they read and can give prediction for students in learning process. It supported by Danton, Team Word-Webbing technique is a simple graphic that can help students to see the main ideas in the book, chapter or article and represent it in some short of visual display such as tree diagram, circles or line connecting.<sup>71</sup> It means that this technique can help the students to see graphically the relationship between point of the topic, whether they have included some relevant ideas or ommitted some irrelevant ideas. According to Starko, Team Word-Webbing is an diagram that help students to see how words are related to one another.<sup>72</sup> It means that team word webbing is a simple map that help the students to see information related to the reading about what they will read.

In conclusion, the researcher concluded that team word-webbing was more helpful to be used for the students to help them built their reading comprehension than using translation technique. It was because team word-webbing is not only individually but

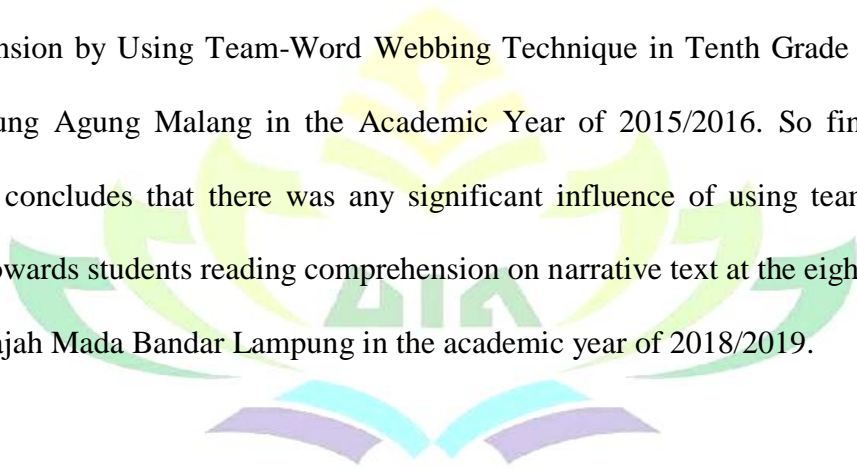
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<sup>71</sup>Danton,C. Bryan,D. Wexler,J. Reed, & Vaughn, *Effective Interaction for Middle School Students with Reading Difficulties:The Reading Teacher's Sourcebook*. (Texas: Texas Education Agency. 2007), p. 117

<sup>72</sup>Alane J.Starko. *Creativy in Classroom 4<sup>th</sup> ed.* (New York: Rouledge 2010), p. 187



also in group, so the students would be more confident when they read and comprehend the text. The finding of this research is relevant with some previous studies. The previous research was conducted by Hermita and Faliyanti, on Using Team Word-Webbing Technique in Writing Recount Text at the Seventh Grade SMP Baitul Jannah in the Academic Year 2010/2011 and by Faliyanti, Improving Reading Comprehension by Using Team-Word Webbing Technique in Tenth Grade of SMP PGRI Tulung Agung Malang in the Academic Year of 2015/2016. So finally the researcher concludes that there was any significant influence of using team word-webbing towards students reading comprehension on narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the academic year of 2018/2019.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the researcher that was carried out in SMP Gajah Mada Bandar Lampung in the academic year of 2017/2018, the researcher might draw conclusions as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there was significant influence of using team word-webbing towards students reading comprehension on narrative text at the eighth grade of SMP Gajah Mada Bandar Lampung in the Academic year of 2017/2018. The significant influence can be seen from Sig.(2-tailed) of the equal variance assumed in the independent sample test table where the Sig.(2-tailed) is 0.002. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

#### **B. Suggestion**

In reference to the conclusion above, it is suggested that the teacher of junior high school used team word-webbing technique for teaching English, especially in teaching reading comprehension. For the future researcher, the result of the study can be used as reference to conduct further study about the effectiveness of using team word-webbing technique.

a. Suggestion for the teacher

1. Considering the technique, the researcher suggests the English teacher to apply Team Word-Webbing technique in the class room for teaching reading because it could help students in comprehending the text.
2. The teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English especially in reading.

b. Suggestion for the students

1. The students should be learn and more seriously in learning English in order to develop their Reading Comprehension.
2. The students should study hard and more practice in reading English text to improve their reading ability. They also should be active and creative in learning activity, it would be better if the students arrange and plan the strategy in the learning process.

c. Suggestion for the future researcher

After conducting the result and getting the result, the researcher would like to suggest order researcher to develop this research with the new innovation such as by using team word-webbing technique with different material or order to increase students reading ability, hopefully the result of this research could be a reference.

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